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Chapter xiv deals with "Standards and Tests," thus introducing the pupil to the idea of self-evaluation in terms of a scale, as well as to the possibility of applying certain similar processes to his results as a teacher through evidence found in the skill, habits, and knowledge of his pupils. The final chapter is a résumé of the large ideas presented in those foregoing.

Although one feels the need for a more extended discussion of many of the points, there is left in the mind of the reader the conviction, nevertheless, that Mr. Griffith has sought to present the facts in as simple and untangled a form as possible, with the specific purpose in mind of establishing a workable pedagogy on the psychological principles developed. One feels that he has succeeded in his purpose in an admirable degree. The book ought, therefore, to be of great service to both teachers and pupils in the field of manual arts, as well as to educators in general.

A guide for using the dictionary.—Teachers will always make use of books growing out of actual classroom procedure. Few of the minor topics dealt with in the modern elementary school are neglected more than dictionary study. It is to fill this need that Anna L. Rice has prepared a booklet¹ on teaching the use of the dictionary.

The purpose of the book is clearly expressed by the following statement from the Preface. "These outlines have been prepared for the use of teachers in grades four to seven inclusive, and cover as much of the subject of dictionary study as can profitably be taught to pupils of these grades" (p. 3). The outlines are arranged under the following topics in the order named: the alphabet, vowels, consonants, syllabication, accent, the hyphen, pronunciation, meaning of words, use of dictionary, and rules for spelling. There is a separate outline for each of the four grades, with a statement of the minimum time required. Following the outline are lists of suggestive questions for grade tests as actually given in the schools. Many valuable suggestions to teachers who will use the outlines are given in the Preface. A bibliography for the teacher is found at the end of the book.

The little volume bears evidences throughout of having been subjected to the practical tests of the classroom, and teachers will find it to be a practical and helpful guide.

Visual instruction.—The interest in the use of pictures for teaching is becoming widespread. The value of the method depends very much upon proper discrimination in selecting materials. A set of books² for visual instruction, edited by Commissioner Kendall, appeared in 1916 and has been recopyrighted in 1920. This work is worthy of even greater attention than it received during the busy war years.

¹ ANNA L. RICE, *Outlines in Dictionary Study*. New York: Gregg Publishing Co., 1920. Pp. 77. \$0.60.

² CALVIN N. KENDALL, editor, *Pictured Knowledge*. Chicago: Compton-Johnson Co., 1916, 1920. Vols. I-VI. Pp. xxxv+2354.

Pictured knowledge consists of six volumes which present in a well-organized series topics from practically all of the school subjects. The staff of contributing editors includes many of the best-known school men of America. The text material is written, not in the popular, semi-accurate style characteristic of many books of this kind, but in the careful style of the descriptive material accompanying illustrations in the better class of school textbooks. The collection of pictures, which constitutes the major portion of the volumes, is quite superior. They have been chosen with care and would tell a great deal even without the supporting text.

Such a work as this would serve a good purpose in any schoolroom, especially in those so situated that the life-experiences of the pupils are naturally limited. The wide interest stimulated is perhaps as important a factor as the added fund of information which is contributed.

New civics material.—The introduction of civics teaching in the lower grades is becoming increasingly common. One of the greatest difficulties in doing this is the securing of suitable material which is based upon the children's experiences and which will function in their behavior. Miss Harris has recently prepared an excellent series of civics lessons¹ for use in the three primary grades. These lessons are based upon the experiences of children living in cities and are therefore suitable for only that class of children.

For each of the first three school grades there is given a list of situations of civic significance typical of the life of children in that grade. Each of these situations is then made the subject of an extended topical treatment, organized into four main divisions. The first of these divisions gives an extension of the children's experiences and observations; the second division includes interpretations and enlargements by the teacher; the third outlines methods of teaching the topic, giving illustrations; while the fourth outlines the results toward which the lesson is aimed.

An extension of the series for the next three grades is in process of preparation. These lessons are very suggestive and should be in the hands of all primary teachers. A similar series designed for use in smaller communities would be very serviceable.

The class of supplementary reading material for civics classes has been increased by an interesting little book by Mr. Baldwin,² containing historical sketches, selected poems, and other stories. The book is so organized that it traces the development of liberty among English-speaking peoples through its great epochs from the Magna Charta to the Emancipation Proclamation. The various selections used are so woven around the central theme of liberty

¹ HANNAH M. HARRIS, "Lessons in Civics for the Three Primary Grades of City Schools," *Bureau of Education Teachers' Leaflet No. 9*, 1920. Washington: Department of the Interior. Pp. 64.

² JAMES BALDWIN, *The Story of Liberty*. New York: American Book Co., 1919. Pp. 240. \$0.88.